DOCUMENT RESUME

ED 301 240 JC 880 529

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TITLE Fostering Black Student Enrollment at Community Colleges and Historically Black Colleges in the Same Service Area.
PUB DATE Mar 88
NOTE 22p.; Paper presented at the National Conference on Blacks in Higher Education of the National Association for Equal Opportunity in Higher Education (13th, Washington, DC, March 23-27, 1988).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affirmative Action; *Articulation (Education); *Black Colleges; Black Education; Black Students; College Choice; Community Colleges; Educational Trends; *Enrollment Influences; *Intercollegiate Cooperation; *Student Recruitment; Transfer Policy; Transfer Students; Two Year Colleges

ABSTRACT

Within the context of trends in minority student education, this paper urges community colleges and historically black colleges and universities to cooperatively encourage the enrollment, retention, graduation, and continuing education of black students. First, the paper points to such alarming trends as a sharp decline in the number of associate degrees awarded to black students, declining enrollments in historically black colleges and increasing enrollments of blacks at community colleges, and high dropout rates among black community college students. Next, the paper describes a study conducted at Florida Community College at Jacksonville (FCCJ) and Edward Waters College (EWC) to determine influences on students' choice of college and FCCJ students' plans for transfer. The study found that cost and location were major factors in college choice, and that most FCCJ students were not considering EWC or any other black college as a transfer institution. Next, the paper describes the articulation agreement that was initiated in May 1987 between FCCJ and EWC, whereby FCCJ's general education core curriculum is recognized as the basis for the acceptance of transfer students at EWC. The final sections examine other articulation plans between historically black colleges and universities and community colleges, including the agreement between Cuyahoga Community College and Wilberforce University in Ohio, and between Tidewater Community College and Norfolk State University in Virginia. Recommendations for further development of FCCJ and EWC's articulation plan conclude the paper. (AJL)

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ED301240

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY
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THIRTEENTH NATIONAL CONFERENCE ON
BLACKS IN HIGHER EDUCATION

MARCH 23-27, 1988, WASHINGTON HILTON HOTEL
WASHINGTON, D.C.

FOSTERING BLACK STUDENT ENROLLMENT AT COMMUNITY COLLEGES AND HISTORICALLY BLACK COLLEGES IN THE SAME SERVICE AREA

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FOSTERING BLACK STUDENT ENROLLMENT AT COMMUNITY COLLEGES AND HISTORICALLY BLACK COLLEGES IN THE SAME SERVICE AREA

The American Association of Community and Junior College's (AACJC) Urban Commission recently released its report on the status of minority students at urban colleges. The report states that minority students tend to lose ground at each step of the educational pipeline including high school graduation, college entrance, college graduation, graduate school entrance and graduate school completion (Savage, 1988). This trend is both alarming and disheartening to serious educators who hold dearly to the ideals of the profession. Further, this trend nags at the hearts of Black educators who are keenly aware of the realities of education as a vehicle for the advancement and upward mobility of the race. It is recognized that somewhere between the 1954 Brown vs Board of Education decision, the achievements of the 1960's and early 1970's Civil Rights era, and the conservatism of the 1980's, something antithetical to progress in the education of Black students "happened." Much of what "happened," done under the guise of progress, has become more of a threat than an opportunity for some Black students. The threat is manifested in the historically Black colleges' fight for survival which includes less and less of the ability to

compete with other institutions in hiring faculty, changing course offerings and attracting students. Concurrently, at community colleges, a sharp decline in awarding the associate degree to Black students is evident.

> "Enrollment at historically Black institutions continues to drop as black students have greater access to other educational settings including community colleges, proprietary schools, as well as the (historically) white institutions." (Matlock, 1984)

Small Southern church-related, historically, traditionally or predominantly Black colleges have suffered declining enrollments since the 1954 Supreme Court decision ending racial segregation in public education. As a consequence of the Brown vs. Board of Education decision, the Civil Rights Act of 1964, and the Adams vs. Richardson suit (1973), these colleges have failed to attract well prepared students, financially able students and students from their own southern region, as well as Northern students (Bowles and Decosta, 1971; Matlock, 1984). Mingle (1981) noted that by 1965, eighty-two percent of the Black students in higher education attended predominantly Black institutions. Increased access to predominantly white institutions after 1965 saw that percentage of the total Black student population drop to sixty percent by 1970 and forty percent by 1978.

Those forty percent (40%) of Black students enrolled and are still enrolling in community colleges. However, community colleges which have focused primarily on access have contributed to the trend as reported by AACJC's Urban

Commission. Black students who enroll in open admissions community colleges usually require extensive developmental work. These students are unable to progress at expected rates; consequently, they drop out prior to receiving degrees.

The problem of Black student success is further compounded when there is an historically Black college and community college servicing the same area and drawing on an already dwindling student pool. Not only is it imperative for these institutions to recognize that college is only one of the choices for potential Black students, the emphasis or major focus of attention should go beyond access and exhaust the full definition of success for Black students. In order to fulfill the promise of education for potential students, especially Black students, community colleges and historically Black colleges must cooperatively encourage the enrollment, retention graduation and continuing education of Black Students.

Since location and cost are two major factors in a Black students' decision to attend a local community college or historically Black college, a study was conducted at Florida Community College at Jacksonville (FCCJ) and Edward Waters College (EWC) to substantiate this perception and to determine what could be done to foster Black student enrollment from the local Jacksonville area.

Method

A twenty part questionnaire was designed specifically for this study in an attempt to generate information about student choice of college. Included in the questionnaire were four questions to provide a description of the student population targeted for this project. The intent of the remaining questions is to generate information about the selection process of students attending Florida Community College at Jacksonville (FCCJ), a public state supported predominantly white community college and Edward Waters College (EWC), a historically Black private church-related four-year college. Both colleges, located in Jacksonville, Florida, signed an articulation agreement as of May 1987.

The questionnaires were distributed to first year, second semester students at EWC and FCCJ during February 1987 and 1988. Thirty-three (33) fully completed responses from FCCJ are used as representatives of that institution. Thirty-nine (39) fully complete responses from Edward Waters College were separated into two groups designated locals: i.e., commuter students living within service area of FCCJ or graduates of Jacksonville, Florida high schools; and residential: students from outside the service area of FCCJ.

Five questions regarding choice, recruitment and retention, were considered:

1. Who most influences the choice?
2. What are the most important factor or factors in the process of choice?
3. Did these students apply to other colleges?
4. How many and what students plan to transfer?
5. Where are these students planning to transfer?

Recruitment: Who Influences Student Choice

Twelve of the fifteen (80%) local students indicated that their interest in Edward Waters College was generated at the suggestion of friends or family. Forty-eight percent of the students at FCCJ became interested in attending that college at the encouragement of friends or family and thirty-three percent (33%) on recommendation of high school guidance counselors. Fourteen of the twenty-four (58%) residential students at EWC were evenly divided in acknowledging that their friends or the college's recruiters had sparked the initial interest in the college. (see Figure 1 - Page 15).

Eight students from both groups (41%) at EWC indicated that the location of the college was a major factor in the choice along with parental influence and church affiliation. Only one student, a residential, acknowledged that

the advice of a high school guidance counselor as having been important in the decision making process to attend EWC. A number of students indicated that the financial aid program at FCCJ was one of the reasons for their choice of college; however, 17/33 (52%) said that the location of the college influenced their decision to attend FCCJ (see Figure 2 - page 16).

Three fifths (80%) of the local students at EWC did not apply to any other college but most at least considered FCCJ. Seven of these students said they examined course catalogs of both EWC and FCCJ. Six elected to attend EWC because it offered a major in which they were interested. FCCJ students were also asked if they considered attending EWC or any other Black college, twenty-four of the thirty-three (75%) did not. Of the nine that did consider EWC, one applied to EWC and two applied to other Black colleges, the remaining six did not apply to any other college.

Retention/Continuing Education

Of the fifteen local students at EWC, six (40%) applied to other colleges, three of that six plan to transfer. Five of the nine (56%) local students at EWC that did not apply to other colleges (one undecided) also indicate plans to transfer. Two (2) expressed interest in transferring to FCCJ. Eighteen of the 24 residential students of EWC applied to other colleges, 12 of that 18

plan to transfer to other colleges. Four of the six that did not apply to other colleges indicated a plan to transfer, making a total of 24 of the 39 respondents not planning to stay and obtain a bachelor's degree from Edward Waters (see Figure 3 - Page 17).

From the eleven (11) students at FCCJ who applied to other colleges, historically Black Florida A and M University and historically white Florida State University both received four (4) applications. That group also applied to six (6) other predominantly white colleges and universities and three historically Black colleges.

Local and residential students from Edward Waters College listed applications to twenty-two (22) other colleges. Among them were then (10) historically Black colleges, seven (7) predominantly white universities and five (5) community colleges. None of the students wanted to transfer to any of the same colleges that they applied to while in high school. Few students from FCCJ indicated any preference as to where to transfer nor was there any indication that the transfer was to be made after the completion of an associate degree.

Majors that students at FCCJ plan to transfer are pre-med, engineering (3), business administration, accounting (2), communications (2), elementary education (3), nursing (2), computer science (3). Three who are undecided about transfer are all business administration majors. Edward Waters students who plan to transfer intend to major

in business administration (3), engineering (4), accounting, communications (2), biology (2) elementary education and psychology (2).

Preliminary Conclusions

- Location of the college is important to most of the local students attending both colleges.

- EWC students considered FCCJ but few FCCJ students considered EWC or any other black college.

- Local students at EWC are less likely to transfer than the residential students.

- EWC students are most likely to transfer to another historically black college.

- FCCJ students are most likely not to attend an historically Black college.

- FCCJ students have not crystallized plans for transfer.

- Majors of students planning to transfer from FCCJ are with the exception of Nursing, are available at EWC - which is losing students from the same major.

Articulation

It is confirmed, at least with the FCCJ-EWC pair of schools, that location is important to students attending

both colleges. In addition, there is interest in attending FCCJ primarily because of cost. Although the FCCJ students are most likely not to attend an historically Black college, majors of students planning to transfer from FCCJ, with the exception of nursing, are available at EWC. If the FCCJ Black students, especially those who have not crystallized plans for transfer, could be invited to consider EWC. the invitation can be a proactive move on the part of both institutions to reverse the high attrition rates among Black students. The message would simply be for students to begin their higher education at the community college and complete their valuable education at the local institution rich in Black heritage and culture.

Some may argue that more interest in attending an historically Black college should be apparent before initiating this kind of articulation. Serious educators can generate this interest in students when educators realize that although the community college became the hope for upward mobility for thousands of Black students, this hope was realized less and less. Kentzer and Wattenbarger (1985) noted that many students who entered community colleges intended to complete requirements for the bachelor's degree; however, relatively few transferred to senior institutions. They cited several reasons for the decline including the shift in students' career interests from academic to vocational/occupational fields. Proportionally this shift or "cooling out" occurs significantly more often

with minority students. (Kaliszeski, 1988) Stronger articulation between community colleges and historically Black colleges can facilitate the completion of education for Black students, especially students from the same service area who have a genuine interest in attending a community college.

The two institutions under study, FCCJ and EWC, entered into a historic articulation pact nearly a year ago in May of 1987. This was the first such agreement in Florida between a public community college and a private institution. Incidentally, FCCJ also signed an agreement with Jacksonville University, a predominately white liberal arts institution in Jacksonville. As Dr. Cecil Cone of Edward Waters said at the signing: "this agreement marks for us the beginning of a new era...a new era in which we do not compete against each other..." Both Dr. Cone, Dr. Charles Spence of FCCJ, and the administration and faculties of both institutions, know full well that this formalized cooperative agreement can be an instrument to foster improved success of Black students. The Agreement, a basic 2+2 Associate in Arts pact, establishes that FCCJ's general education core curriculum be recognized as the basis for acceptance of transfer students from FCCJ. EWC will accept up to 64 credits from the AA student toward the baccalaureate degree. If an FCCJ student does not complete the general education requirements, the review of credits become the full responsibility of EWC. In addition, the

award of the AA degree shall be based upon achievement of at least 2.0 grade point average on 4.0 scale.

The Agreement allows for a coordinating committee to monitor the progress of the articulation and mentions, in brief, provisions for limited access programs, transfer courses, acceleration standards, pre-professional courses and the non-associate in arts degree transferring student. As mentioned earlier, this Agreement is one year-old and well on the way as an initial step in articulation. However, there is another level of articulation that the two institutions can enter into to further foster the success of Black students from the service area. FCCJ and EWC can benefit form examining models of second generation articulation agreements. These agreements offer more definitive linkages between institutions.

One of the best examples of second generation articulation agreements can be found with Cuyahoga Community College and Wilberforce University. This agreement was generated in part by a 1983 Ford Foundation grant to Cuyahoga to initiate a program to address the declining participation of minority students in higher education and their persistence to four years and graduate with baccalaureate degrees (Ellison, 1987). The goal was to increase the number of minorities who obtain an associate degree then transfer to a baccalaureate granting institution. The developers realized, "the most effective transfer programs are those in which a single community college works out

transfer agreements with the baccalaureate institution in the immediate area."

The Cuyahoga/Wilberforce strategy was to emphasize the development and implementation of course equivalency and student transfer guides, development of curricula linkages, as well as student counseling and advising. The resulting dual admissions and transfer guides for Cuyahoga and Wilberforce occur in the art, business and economics, engineering and psychology programs.

Another key component of the Cuyahoga/Wilberforce agreement includes a strategy to connect with the United Negro College Fund's emphasis on articulation programs between community college's and historically Black colleges. In addition, communication and ailiances have been established with the public schools to help strengthen the preparation of minorities in programs where minorities are seriously under-represented or have not traditionally excelled (i.e. math/science, language skills, pre-engineering).

The structure of the Cuyahoga/Wilberforce Program is similar to other articulation agreements with an established steering committee charged with development and monitoring. However, Cuyahoga saw the need for establishing a center for articulation and transfer as a visible part of its campus to carry out the functions of assessment, counseling & tracking of participating students.

The marketing program at Cuyahoga emphasizes partnerships with brochures such as:

Step Into a University Program Designed for You

Make College Graduation Your Goal

What Cuyahoga/Wilberforce Partnership Mean to You:

1st Years Affordable, Close to Home

Transfer to a College With A History

Another successful model for articulation has been established between Tidewater Community College and Norfolk State University. A commitment to eliminate unnecessary duplication between traditionally Black and traditionally white institutions in the same area was made in the 1978 Virginia Plan for Equal Opportunity in State Supported Institutions of Higher Education. Based on a 1978 Tidewater Duplication Study, the two institutions were charged with developing two-plus-two transfer programs in the areas of office administration/secretarial science, accounting and business education. This kind of second generation articulation arrangement was characterized as program specialization, one of the three recommended ways to resolve the problem of program duplication (Mohr and Sears, 1979). The model for articulation between Norfolk State University and Tidewater included nine basic assumptions. Three of them are that:

1. Presidential commitment, involvement and leadership would facilitate the process.
2. Faculty involvement would be crucial.

3. In the final analysis, the student-customer would stand to gain or lose.

These assumptions hold value FCCJ and EWC if they are to enter into more definitive linkages between institutions.

Recommendations

1. FCCJ and EWC should enter into second generation articulation agreements with the goal of increasing the numbers of Black students who persist to four years and graduate with baccalaureate degrees.

2. FCCJ and EWC should develop specific 2+2 transfer programs in the areas of business administration, communication, elementary education and computer science.

3. FCCJ should establish a center for articulation and transfer through its minority recruitment/retention offices.

4. FCCJ's tracking system should provide information on Black students' counseling contacts, academic progress, program of interest as well as intent to transfer.

5. EWC should actively draw from this new pool of students as a resource for student recruitment.

6. EWC and FCCJ should develop a marketing plan to promote the more specific foci.

FIGURE 1

Recruitment

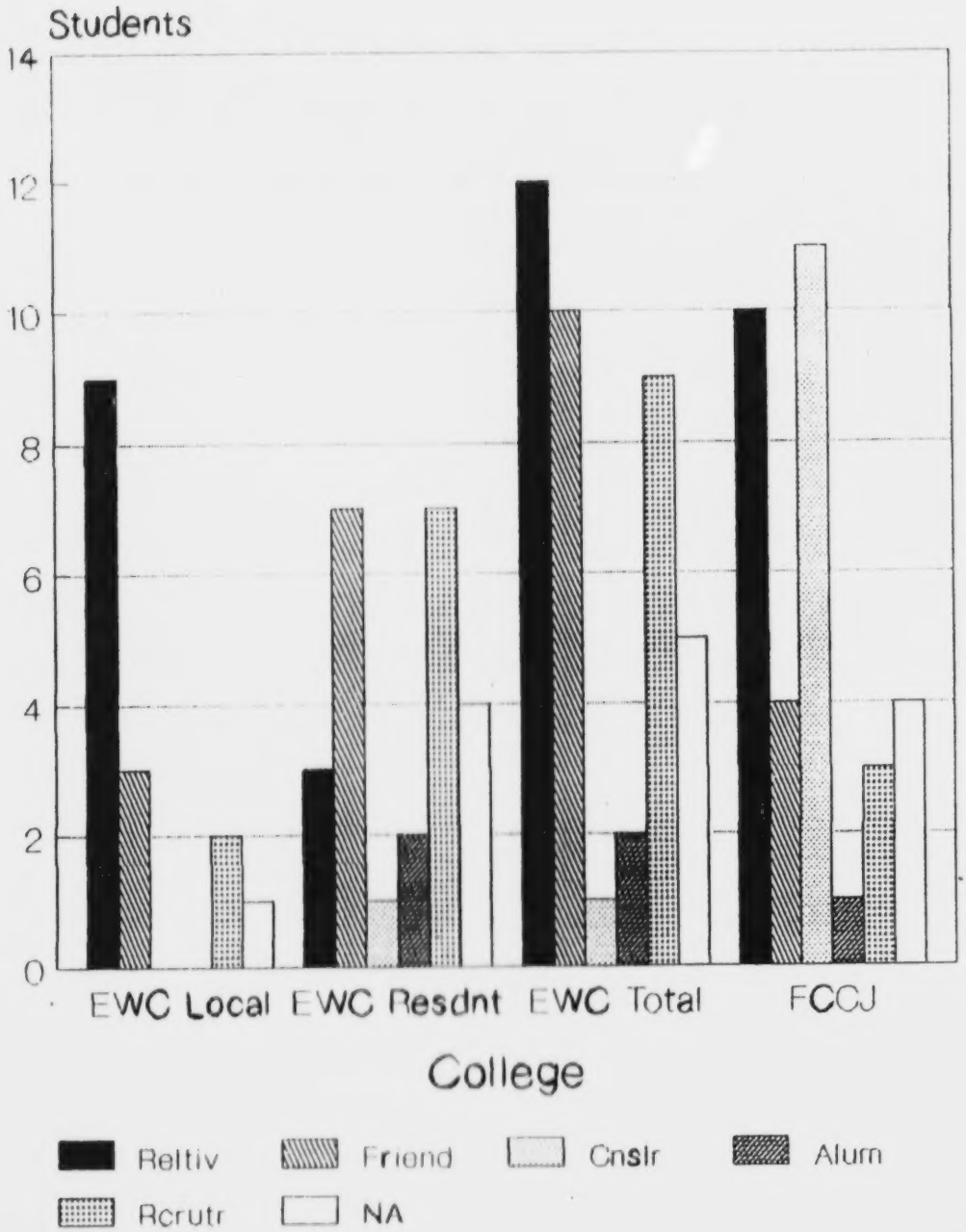


FIGURE 2

Recruitment

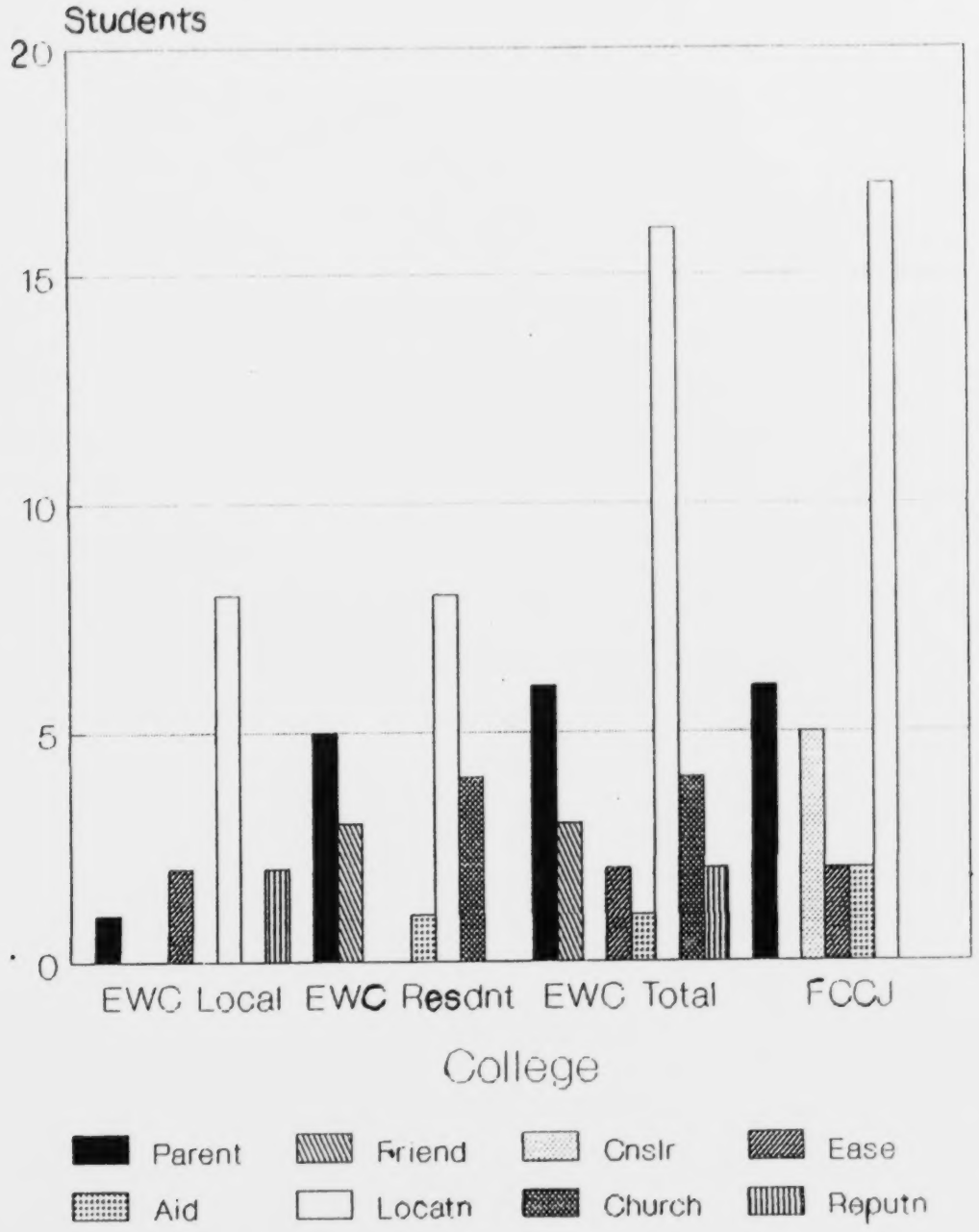
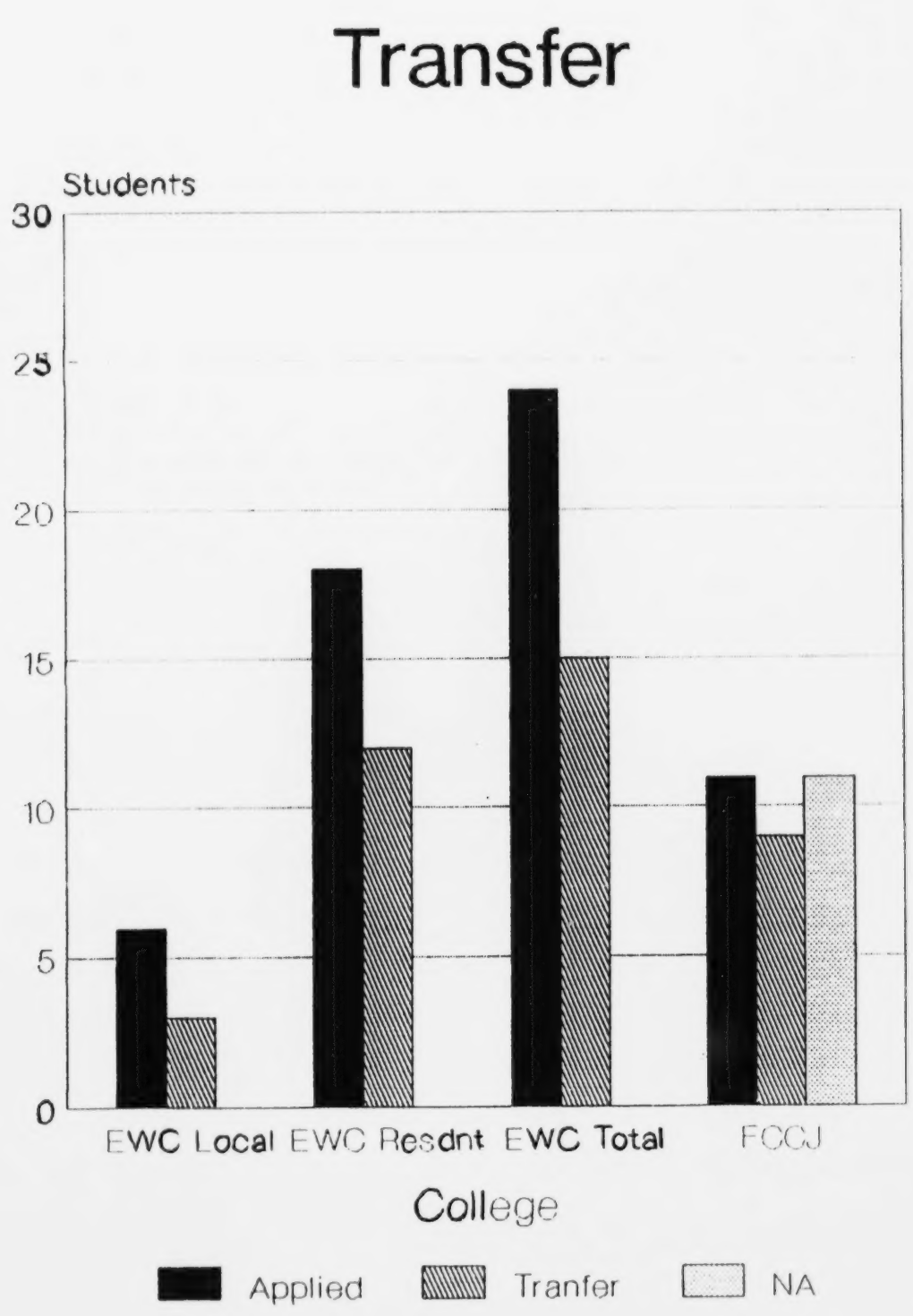


FIGURE 3


Transfer
Students
30
25
20
15
10
5
0
EWC Local
EWC Resdnt
EWC Total
FCCJ
College
Applied
Tranfer
NA

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Kaleszeski, Michael. "Clark's 'Cooling Out' Concept as a Factor in Student Completion of Community College Programs." Unpublished paper. University of Florida, 1988.

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Savage, Dan. "Minorities in Urban Community Colleges: Tomorrow's Student Today." Executive Summary Supplement to AACJC Letter, No. 278, February 9, 1988.

FRIDAY

8:00 am–9:30 am
CONCURRENT SPECIALIZED SESSIONS 6–12

6. Athletics—Opportunity Versus Missed Opportunity on the Playing Fields and in Life: The Impact of Tests — ***Georgetown East***

   Moderator:
   Dr. Edward Fort, Chancellor
   North Carolina A&T State University

   Panelists:
   Dr. John Organ
   Associate Professor, Physical Education
   Bowie State College

   Dr. Gary A. Sailes
   Assistant Professor, College of Physical Education
   University of Delaware

   Dr. Rick Turner
   Director, Tutorial Assistance Program,
   University of California, Irvine

7. Fund-Raising—Strategies for Resource Acquisition and Management — ***Georgetown West***

   Honorary Moderator:
   Dr. Henry Givens, President
   Harris Stowe State College & Conference Co-Chairman

   Moderator:
   Dr. Robert L. Williams
   Assistant Professor of Policy
   Tuskegee University

   Panelists:
   Dr. Danny E. Blanchard
   Office of Financial Development
   Oakwood College

8. Black Women-Improvement on What Levels and at What Costs? — ***Military***

   Honorary Moderator:
   Dr. Yvonne Kennedy
   President, S.D. Bishop State Junior College

   Moderator:
   Mrs. Carol J. Smith
   Former Executive Director, National Advisory Committee on Black Higher Education and Black Colleges and Universities and Member, NAFEO's Research Advisory Committee

   Panelists:
   Dr. Virginia J. Newsome
   University of the District Columbia

   Ms. Leslie C. Shields
   Assistant Director, Student Support Services
   Howard University

9. Testing—Tools for Abuse or Improvements in Education — ***Hemisphere***

   Honorary Moderator:
   Dr. Roland Harris, Acting President
   Knoxville College

   Panelists:
   Ms. Carole D. Slaughter
   Program Administrator
   Educational Testing Service

   Dr. William E. Moore
   Vice President for Academic Affairs
   Texas Southern University

   Presidential Response:
   Dr. Cordell Wynn, President
   Stillman College

10. Community Colleges—Bridges to Professionalism — ***Jefferson West***

    Honorary Moderator:
    Dr. Nolen Ellison
    President, Cuyahoga Community College

    Panelists:
    Dr. Lanny R. Bowers
    Walters State Community College

    Dr. Clarence Hicks
    University of the District of Columbia

    Ms. Anita Jackson
    Ph.D. Candidate in Higher Education
    University of Pennsylvania

    Dr. Edison Jackson, President
    Compton Community College

    Dr. Donald Lowdermilk, Dean
    Rockland Community College

    Dr. Brenda R. Simmons
    Florida Junior College at Jacksonville

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